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ABSTRACT

This document describes the rationale, development, and implementation of a coordinated college-wide staff development plan at Southeastern Community College. The plan, devised as a result of faculty and staff input, provides for the professional development and evaluation of all college staff: instructional personnel, administrative staff, secretarial and maintenance personnel. Components of the plan for faculty include: evaluation by students, evaluation by supervisor, and evaluation of non-instructional activities (student advisement, committee work). In addition, each faculty member annually submits, after consultation, an Individual Professional Development Plan, specifying short- and long-range goals and means to attain them, and is thereafter evaluated on progress made toward goal completion. Administrative staff and counselors use a similar approach to professional development activity. Secretarial personnel have a Professional Standard Program which involves course work, workshops, work experience, and testing. Plant maintenance personnel have a system of professional development which includes course work, literature distribution and review, workshops, and evaluation checklists. Part-time faculty are individually oriented and attend teaching skill development workshops. The plan is intended to be flexible and responsive to changing college conditions. Forms used in the evaluation processes are attached. (JDS)

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STAFF DEVELOPMENT: A COMMUNITY COLLEGE PLAN

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Charles E. Grigsby, Mathematics Coordinator and
Chairman, Professional Development Committee

SOUTHEASTERN COMMUNITY COLLEGE

Whiteville, North Carolina

A growing consciousness among community colleges today is the need for an in-house professional development plan. Some community colleges say they are disenchanted with graduate school products; many community colleges are getting greater numbers of personnel from industry without any prior teaching orientation. Yet, the greatest need for an in-house staff development plan is that community colleges as an institution are still very much in transitional stages, though they date back to Joliet, and indeed will always be transitional if they meet their mandate of responsiveness to community transitions. To support such fluid curriculums and services, the community college staff must likewise be responsive. Staffing with versitility in mind is one step toward the solution. A coordinated, college-wide staff development plan is a necessary coordinate.

Plan for the Faculty

CHARACTERISTICS OF THE PLAN

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If a college-wide plan is to be effective, it must meet basic criteria:

The staff/faculty must have a significant role in designing the plan.

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The plan must allow for individuality while meeting institutional goals.

Mutual responsibilities must be recognized and assumed by all parties.

Mutual trust must be established to further the intent of the plan while misuse must be eradicated.

INITIATION

Southeastern Community College is a college of approximately 2,000 FTEs and 163 full-time personnel. Our plan began in January of 1974. A rationale for and objectives of a new committee for staff development responsibilities were announced by the President, and interested staff members were invited to attend an organizational meeting. The emphasis from the President's Office was a reflection of the administrative support necessary from the beginning, with equal emphasis from each administrator. Volunteers should be the only ones assigned to such a committee - their dedication and personal interest is vital. More volunteered than we could possibly manage at SCC, so the selection was made to broadly represent the professional staff.

The following charge was given the committee:

Role of the Committee

To develop and recommend a fair and manageable plan for faculty evaluation.

To plan, recommend, and assist in implementing activities and programs for faculty upgrading.

To constantly monitor and evaluate the staff development plan and program above for improvement.

Faculty Evaluation Plan: Minimum Requirements

1. Should include significant student input.

2. Should include significant supervisory input around "role" criteria:

   a. Job performance (instruction)
   b. Professional development
   c. Professional responsibilities (i.e., committees, advising, etc.)
   d. Community responsibilities (community service)

3. Should include an annual supervisory/faculty review.

4. Should include sufficiently variable criteria to reflect strengths or weaknesses.

5. Should lend itself to quantitative summary.

A Professional Development Plan: Minimum Requirements

1. Include activities commensurate with approved standards for re-appointment and promotion.

2. Reflect individual professional interests and needs as observed and prescribed.

3. Reflect the balanced needs of a department.

A Plan Should Accomplish:

1. A self-analysis of needs and interests subject to revision should circumstances change.

2. A departmental analysis of strength and weaknesses.

3. A communication medium between instructor, department chairman, and Dean of Instruction.

4. An approved plan by which:

   a. Professional upgrading is sought.
   b. Activities are communicated which should be planned by the college.
   c. Professional development can be fairly evaluated.
   d. One can feel comfortable in the knowledge that his plan is within the expectations of his peers and administration.

Sample plans, forms and references were distributed and/or reserved by the President in the college library for the use of the committee and others.

THE DEVELOPMENT

Committee Process

Evaluation and professional development are two separate, but highly interrelated processes. With this in mind, the Professional Development Committee at Southeastern Community College broke into subcommittees - one whose emphasis was to be on the evaluation task while the other subcommittee studied the organization and formulization of a professional growth process. Coming together at strategic times in the developmental phases, the committee was able to integrate the products of their work into an over-all plan for the faculty.

Content of the Plan

Instrumentation of what turned out to be four facets of the plan include the following: (All instruments have been included in Attachment I)

Faculty Evaluation - Student Response Form (a)

This is a criterion-referenced form developed on the SCC campus exclusively for the students there. The form is based upon the beliefs, judgements and opinions of these students as to what constitutes good and poor teaching performances. The phraseology of the form items is also that of the students on this campus. The

form validation process consisted of:

(1) Collecting statements from a student sample on teacher behaviors that indicate good and poor teaching characteristics.

(2) Submission of a condensation of the statement list to a second student sample in order that the statements on which there was the most agreement might be selected for use in the evaluation form.

(3) The use of a tentative form in a cross section of the college's classes in an attempt to eliminate ambiguities in either the directions or item statements.

Reliability checks for the tentative form were done on a test - retest basis.

Faculty Evaluation - Supervisor Response Form (b)

This form is completed by the Dean of the area in which a faculty member's major teaching responsibility lies. On close inspection, the form may appear to be rather limited in scope and/or flexibility, but it was designed to supplement and to stand independent of the other instruments.

Evaluation - Non-Instruction Activities (c)

The nature and use of this form is made clear in the document itself.

Southeastern Community College - Professional Development System (d)

This is a two-part document; one is an explanation of the system and the other is the form to be completed. It is the basic document used to plan, organize and encourage the professional growth of the faculty.

Faculty Evaluation Summary (e)

On this simple form, the evaluation ratings taken from the previously mentioned forms are brought together so that they can be summarized and an overall rating given.

ROLE OF THE PRESIDENT

The role of the President's Office during the development stage was to study and react to all minutes, appear before the committee to assist with problem areas, defend truths, and compromise personal biases. The President should allow adequate time for the plan to emerge amid committee research, debate, and receipt of extra-committee reactions to broadly dispursed minutes. Made clear from the beginning was the fact that this plan, once agreed upon, would be acknowledged as imperfect, and subject to continual improvement each year. This experimental mode relieves the pressure of "finality" on the committee.

When the plan emerged from the formulation and approval process, the implementation was effected by:

A college-wide announcement and distribution of the plan from the President's Office

Full credit to the committee and other contributors

Request for a year's commitment to the established plan while constructive criticism was collected and solicited from all parties.

FOLLOW-UP

Upon implementation of the plan, the committee's work must

continue. The committee should be the process monitor by conducting in-house and external research; innovating and editing suggestions for improvement; providing support to faculty and deans; and consolidating requests for development which lend themselves to common group activities, consultants, courses of instruction, etc. and recommending the implementation of such.

Plan for Other Personnel

A community college depends on all its staff for goal attainment; therefore, a professional development plan is equally important for all. At SCC, administrators, counselors, secretaries, and maintenance staff are all involved. Under some appropriate modifications, a similar process, as explained above for the faculty, has been initiated for each of these personnel groups:

ADMINISTRATION & COUNSELORS

The administrative and counseling personnel use a similar but modified, approach to staff development activity. The evaluation of administrative personnel includes evaluation by faculty, subordinates, supervisors and by the President (See Attachment IIb). Evaluation is closely related to coordinated planning objectives on an annual basis. A complete annual development plan as well as evaluation as a part of that plan is conducted in a one-to-one setting. Student Development Center personnel, including some

administrators and counselors, use still another modification featuring cluster grouping. Individuals plan their goals as a member of a cluster which meets with the Dean for Student Development. It is believed that the group approach is an improvement over individual planning (See Attachment IIa).

SECRETARIAL PERSONNEL

Secretarial personnel at Southeastern Community College were likewise asked by the President to study and develop a professional development system for themselves through the college secretarial association. This project was undertaken with enthusiasm and pride. No other group of personnel represents the college visitors, students, new personnel and the community more than do secretaries. Realizing this, the secretaries of SCC joined forces with the County Board of Education and City Board of Education to apply for admission in the N. C. Association for Educational Office Personnel. This Association has a vigorous Professional Standards Program which the secretaries adopted as their own. The program is very comprehensive including a variety of vigorous course work, workshops, work experience and testing. Over 95% of our secretarial staff is committed to this program and have it well underway for a completion goal of 1978.

PLANT MAINTENANCE PERSONNEL

Of all personnel of the college, the services of these noble

personnel are under the most critical scrutiny. Their ignoble plight and responsible mission is realized very quickly, if not belatedly, when their services must be necessarily interrupted for even an hour. In spite their importance, few have access to planned development. Their value to SCC and their full right to equal professional development opportunities is recognized through a comprehensive professional development system developed specifically with and for them. The system includes course work, literature distributed and reviewed, workshops by vendors, analysis of workloads, scheduled task assignments, an evaluation checklist for buildings and grounds, and a quarterly awards system for the most outstanding member of the staff (See Attachment III).

PART-TIME ADULT EDUCATION PERSONNEL

Most community colleges employ more part-time faculty than full-time; yet, few have adequate professional development plans for part-time faculty. At Southeastern Community College, part-time teacher orientation takes place on a one-to-one basis between the teacher and the dean or his assistant. In addition, all part-time adult education teachers are requested to attend at least one workshop per year during which teaching skills are developed. The supervising dean as well as visiting consultants assist in this activity. Part-time adult education teachers are sent to area workshops and siminars when possible. A plan for the near future is to develop an individualized self-paced

audio-tutorial course of instruction which would be required of all part-time instructors. Such a course of instruction would be offered continuously through the Learning Resource Center and therefore be available at the convenience of the part-time instructor who frequently has conflicting priorities with rigidly scheduled college staff development activities.

Resources

Professional development planning must be supported by the joint resources of the professional employee and the college. It is their mutual responsibility to seek and provide appropriate experiences as well as to find methods to support them. At Southeastern Community College each member of the administrative staff and faculty is eligible for 12 weeks of state paid educational leave upon 33 consecutive months of employment. This benefit is valued at approximately $45,000 per year collectively. In addition to this benefit, the college budgets approximately $50,000 in supplementary funds for appropriate travel and/or material development. These funds represent about 6% of the annual operating budget. Another major resource is the Advanced Institutional Development Program (Title III). Through this federal program, we have involved trustees, administrators, faculty and secretaries in frequent opportunities for professional development ranging from courses in "The Developing Role of Womanhood" to "Outward Bound", a unique training program involving a combination of mental

skills, physical endurance and leadership training in the great outdoors. A list of professional development activities is attached to indicate the scope and variety of our development activities (See Attachment IV).

Planning for the Future

Staff development plans for personnel in community colleges cannot be projected accurately due to the very nature of our institution. As sure as our communities and their needs change, and the needs for instruction and services change, so will our need for staff development. Our students are getting older. They're holding part-time and full-time jobs. They're goal-oriented and pragmatically inclined. They represent all the minorities as well as the majorities; they are the reverse transfers as well as the post-baccalaureate. The "drop out" without dropping out, becoming "in and out" attenders. They increasingly require financial aid though frequently attain top jobs without graduating. Yet, amid this new family of scholars, there is also the traditional student who has been attending college since Dartmouth and Yale.

The implications of these observations are that staff development activities must continue to be varied, unpredictable, and innovative, and our staffs, versatile. Careful evaluation has indicated that future stages for SCC development planning at SCC will:

(1) emphasize a closer relationship to institutional goals

(2) emphasize the relationship of the plans of various personnel categories within the college

(3) emphasize common experiences where possible, for efficiency

(4) provide a forum for the full sharing of professional development experiences with one another

(5) promote an expansion of the variety of professional development activities

(6) research the process and the product as an integral part of the plan

(7) disseminate our experiences with the college plan and encourage other colleges to do the same

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Southeastern Community College, Professional Development Committee Minutes.

ATTACHMENT Ia

FACULTY EVALUATION

STUDENT RESPONSE FORM

This questionnaire gives you an opportunity to express anonymously your views of this course and the way it has been taught. Please read each statement carefully and make as honest an evaluation as possible.

PART I - Directions. As you read each statement think about the teacher in this class. If the statement for any reason does not apply to this teacher, shade in the box for NOT APPLICABLE on the Student Response Card - Part I. Otherwise, decide whether you STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE with the statement and shade the appropriate box.

1. Conducts good classroom discussions on course material
2. Keeps adequate office hours
3. Shows a sense of responsibility for student's education
4. Shows an interest in students as persons
5. Gives clear explanations of material
6. Does not seem to listen to students
7. Shows an interest in student's academic progress
8. Treats students fairly
9. Has a good sense of humor
10. Has the ability to reach students at their level of knowledge and ability
11. Conducts organized classes
12. Encourages students
13. Appears to lack respect for students
14. Takes his work seriously
15. Is friendly both in and out of class
16. Seems more concerned with the amount of material covered than with what is actually learned
17. Accepts students as individuals
18. Is open minded
19. Lectures too fast
20. Shows understanding
21. Provides adequate opportunity for the student to ask questions or express opinions
22. Has a good personality

PART II - Directions. How often have you seen the teacher in this class do the kinds of things described in the statements below? If for any reason a statement does not apply to this teacher, shade in the box for NOT APPLICABLE on the Student Response Card - Part II. Otherwise, indicate whether you ALWAYS, FREQUENTLY, SELDOM, or NEVER see these things happen by shading in the appropriate box.

1. Is patient
2. Does not seem willing to repeat explanations
3. Keeps promises to students
4. Is willing to admit mistakes
5. Gives unannounced hour tests
6. Does not take time to discuss work with students
7. Goes over tests when graded
8. Is ill-tempered
9. Makes course objectives clear
10. Fails to dismiss class on time
11. Offers additional assistance when needed
12. Fails to return tests
13. Is well prepared for class
14. Punishes entire class for the mistake of a few of its members

PART III - Directions. For each item below, please shade in all appropriate boxes on the Student Response Card - Part III.

1. For my preparation and ability, the level of difficulty of this course was:
   A. very elementary
   B. somewhat elementary
   C. about right
   D. somewhat difficult
   E. very difficult

2. The work load for this course in relation to other courses of equal credit was:
   A. much lighter
   B. lighter
   C. about the same
   D. heavier
   E. much heavier

3. For me, the pace at which the instructor covered the material during the term was:
   A. very slow
   B. somewhat slow
   C. just about right
   D. somewhat fast
   E. very fast

4. Which of the following was your single most important reason for selecting this course?
   A. faculty advisor recommended it
   B. teacher's reputation was excellent
   C. I thought that I could make a good grade
   D. it was required
   E. the subject interested me

5. How would you rate the instructor in this course?
   A. excellent
   B. good
   C. satisfactory
   D. fair
   E. poor

Please make comments about the course and instructor in the space provided below. You may write about those things you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?

FACULTY EVALUATION ATTACHMENT Ib

SUPERVISOR RESPONSE FORM

Instructor: _____ Academic year: _____

I. Teacher Performance Checklist

Directions: Listed below are performance statements which represent the kind of things the supervisors might observe members of their faculty doing. Read each statement and if you definitely remember having observed it to occur on the part of the faculty member being rated, then place a check mark to the left of the statement. If you do not have direct knowledge of it, then do not check the statement.

_____ 1. Repeatedly used examinations inappropriate to the material covered in the course.

_____ 2. Displayed unwillingness to participate in committee work or other activities aimed at improving Southeastern.

_____ 3. Took extra assignments related to teaching program of department.

_____ 4. Caused students to complain because of his inaccessability.

_____ 5. Agreed to departmental teaching policy in staff meetings and then ignored it.

_____ 6. Worked well with others in completing assigned projects not directly related to classroom teaching.

_____ 7. Worked well toward extending the services of the college into the community.

_____ 8. Informed students well in advance what was expected of them.

_____ 9. Allowed outside interest to deter teaching effectiveness.

_____ 10. Took advantage of opportunity for educational leave.

_____ 11. Engaged in activities flagrantly detrimental to the best interests of students of the college as a whole.

_____ 12. Used student evaluations to improve classroom performance.

_____ 13. Displayed distain for remedial level teaching.

_____ 14. Participated in scheduled activities, such as faculty meetings, when these did not conflict with classes.

_____ 15. Took the position that a student had no right to question a grade.

_____ 16. Used own initiative in self-improvement (prof. development) and strived to improve teaching ability.

_____ 17. Maintained office hours as posted.

_____ 18. Received favorable comments from former students concerning his teaching.

_____ 19. Exhibited enthusiasm for program and subject area.

_____ 20. Exercised care in completion of reports and records and submitted them on time.

_____ 21. Allocated unreasonable time and effort to other tasks in lieu of teaching responsibilities.

_____ 22. Failed to maintain adequate standards in a course.

_____ 23. Revealed a willingness to experiment with new methods in the classroom to stimulat the student.

_____ 24. Attended relevant workshops and conferences.

_____ 25. Frequently failed to meet class.

_____ 26. Exhibited poor rapport with fellow faculty members.

_____ 27. Displayed inability to establish rapport with students.

_____ 28. Enforced unrealistic grading standards resulting in excessive failures.

_____ 29. Volunteered for extra work with students.

_____ 30. Met classes on time.

_____ 31. Effectively carried out administrative directives.

_____ 32. Other

II. Summary of Evaluation from Teacher Performance Checklist

I rate this instructor as:

_____ Meritorious (explanation desirable in comments below)

_____ Satisfactory

_____ Unsatisfactory (explanation required in comments below)

Comments: _____

_____

_____

Signature: _____ Date: _____
Divisional Dean

* *

OPTIONAL

Comments by faculty member: _____

_____

_____

_____

Signature: _____ Date: _____
Faculty Member

ATTACHMENT Ic

EVALUATION

NON-INSTRUCTIONAL ACTIVITIES

Directions: This area of responsibility lends itself to a general listing of those activi in which each instructor is involved. It is evident that a great deal of the information requested below is concerned with variables over which the instructor has no control and t this fact must be duly considered in any evaluation. The basic format is to list the information requested in each category and then add additional appropriate information. Obviously you may have few or even no activities to list in some of the categories. Non-tea duties such as punctual reporting, holding adequate office hours, etc., are covered in the supervisor evaluation form and are intentionally omitted here. Please attach additional page(s) if adequate space is not provided here.

Name: _____ Date: _____

Number of course preparations: Fall _____ Winter _____ Spring _____ Summer _____

Number of student contact hours/week: Fall ___ Winter ____ Spring ____ Summer _____

A. ACADEMIC ADVISING

1. How many advisees did you average during this academic year? _____

2. What was your evaluation by your advisees as obtained through the SDC questionnaire

_____ _____

_____

3. Please list any additional pertinent information and/or variables regarding your academic advising this year. _____

_____

_____

B. ADVISEMENT OF STUDENT GROUPS

1. List those student clubs, organizations, or other student groups for which you are (or were) advisor (including coaching, work with intramurals, or any other time spe with student groups for which no FTE's were recorded): _____

_____

_____

_____

2. Were you given any special contractural considerations (released time, extra compensation, reduced load, etc.) due to your advising activities?

Yes _____ No _____ If yes, explain: _____

_____

3. How many hours each week did you average performing duties related to your role as an advisor? _____ one or less _____ two _____ three _____ four _____ five or more.

4. Please list any additional pertinent information and/or variables regarding your advisement of student groups this year. _____

C. COMMITTEE WORK

1. Please list all committees on which you served, special duties performed (chairperson, secretary, etc.). _____

2. Please list any additional pertinent information and/or variables regarding your committee work this year. Please include those committees on which you would like to serve again or others on which you would like to serve. _____

D. PARTICIPATION IN PROFESSIONAL ORGANIZATIONS

1. Did you join and participate in the S.C.C. Faculty Senate this year? ___ Yes ___ No

2. If yes in No. 1, please list offices held, committee work, or any special duties performed as a member of the Faculty Senate this year. _____

3. Please list other professional organizations (including offices and/or special duties), conferences, workshops, etc., in which you participated. _____

4. Please list any additional pertinent information and/or variables regarding your participation in professional organizations. _____

Please list any additional non-instructional activities such as recruitment, professional reading, personal counseling, research, publications, community service (e.g. SCC Speakers' Bureau, articulation, or other promotion and conveying of the services and facilities of the college to the community), travel, coursework, etc., in which you participated this year. Exclude those activities which you have been included in your professional development plan for this year. _____

_____

_____

_____

_____

_____

_____

F. EVALUATION

I rate this instructor's non-instructional activities as:

_____ Meritorious (explanation desirable in comments below)

_____ Satisfactory

_____ Unsatisfactory (explanation required in comments below)

Comments: _____

_____

_____

_____

_____

Signature: _____ Date: _____
Divisional Dean

* * * *

I. INTRODUCTION

This system for professional development places a great deal of trust in the ability of the individual deans and the teaching faculty to reach mutual decisions regarding professional development that will benefit both the faculty and the college. While it is assumed that each faculty member has already been meeting his/her responsibility for professional development and will continue to do so, there are several advantages to formalizing and facilitating the process:

1. It establishes a means whereby the administration can become aware of the professional goals of the faculty and become more capable of providing the support necessary for the realization of those goals.

2. It establishes role responsibilities for those involved so that everyone is aware of what is expected of him/her.

3. It establishes general guidelines as expressed below within which to operate.

4. It establishes a means of evaluating professional development so that members of the teaching faculty may be given proper recognition for their efforts in this area.

II. GENERAL GUIDELINES

The professional goals of each individual faculty member must be consistent with the statements on: 1.) Professional Ethics, 2.) Academic Freedom and Responsibility, 3.) Philosophy and Purpose of the College and, 4.) Comprehensive Curriculum as found on pages seven through fifteen of the Personnel Handbook. The primary focus of this system for professional development is to provide individualized encouragement, alternatives, and opportunities to meet the professional goals of each member of the teaching faculty. However, the uniqueness of each individual professional development plan makes it impossible to determine a single set of values relative to goals and alternatives. This proposal limits itself to defining the areas in which professional development should take place - which are as follows:

1. Academic competency (knowledge and skills in the area of one's teaching responsibility).

2. Methodology (competency in developing student academic awareness and/or skills).

3. Non-instructional competencies such as:
   a.) Academic advising
   b.) Personal counseling
   c.) Advisement of student groups
   d.) Committee work
   e.) Recruitment
   f.) Community service (promoting and conveying the services and resources of the college to the community).

III. ROLES AND RESPONSIBILITIES

A. It shall be the responsibility of each member of the teaching faculty:

1. To identify his/her professional development goals by annually completing a professional development plan (see attachment).

2. To take advantage of the assistance provided by the college in reaching these goals, and/or to identify and use other available means of achieving these goals.

3. To share a self-evaluation of his/her progress with the divisional dean.

B. It shall be the responsibility of the divisional dean:

1. To provide whatever assistance is possible through the resources of the college to assist in the achievement of professional goals of the faculty.

2. To insure that the professional goals of the faculty are consistent with the general guidelines outlined in Part II of this document.

3. To articulate to the faculty the projected needs and goals of the division.

4. To allow and encourage the faculty to develop professionally in such a way as to meet these changing needs and goals.

5. To evaluate each faculty member's progress toward completion of his/her professional development plan.

C. It shall be the responsibility of each coordinator:

1. To provide leadership in developing written departmental goals and projected needs.

2. To articulate these goals and needs to the divisional dean.

3. To assist the dean through mutually agreed upon means in meeting the responsibilities of the dean as outlined in B above.

D. It shall be the responsibility of the administration and the Board of Trustees of the college to commit appropriate resources available to the college in support of the professional development plans of the faculty.

E. It shall be the responsibility of the president of the college to provide training and orientation for both the deans and the faculty so that such a system for professional development may be implemented and annually improved through revisions. It shall be particularly important initially to foster an atmosphere of mutual trust so that faculty and deans may assume these new roles as comfortably as possible.

IV. PROCESS

The teaching faculty members will provide his/her dean with a completed professional development form (attached) and schedule a subsequent professional develo conference no later than the end of the fall quarter of each academic year. A

ofessional development plan will be agreed upon at that time for the period of time stated on the form. The content of the plan must be agreeable to both parties. Methods of achieving the agreed upon professional development objectives need approval by the divisional dean only if the resources of the college are involved (resources may mean release time, reduced load, travel expense, tuition payment, educational leave, etc.).

No later than the spring quarter, the dean will arrange a consultation with each faculty member. The latter will report and evaluate his/her progress to date toward completing the previously agreed upon development plan. The dean will then complete the evaluation section of the development plan (see attachment) and indicate verbally to the faculty member his/her evaluation of the latter's professional development. This will be done in conjunction with examination and discussion of all the evaluation forms concerning that faculty member. A succeeding professional development plan may be initiated at this time also.

The faculty member may at any time renegotiate his/her professional development plan with the dean. Portions of any plan may be changed, postponed, or eliminated entirely during the renegotiation.

Whereas the professional development plan of each individual faculty member will be unique, there is no way to list all the possible alternatives for professional development. However, as an aid for the first year and for those employed in subsequent years, the following is an open-ended list of a variety of alternatives (some general and some specific) and is not intended to limit faculty choices in any way:

1. Participation in professional organizations and reading of professional books and periodicals.
2. Participation in conferences, seminars and workshops.
3. Conferring with SCC colleagues and colleagues in other community colleges technical institutes, colleges, universities, and public schools at all levels.
4. Taking additional coursework (on and/or off campus).
5. Participation in recruitment efforts.
6. Developing objectives.
7. Improving knowledge and use of A-V equipment and other educational aids.
8. Improving counseling skills.
9. Attending trade schools run by unions and/or manufacturers.
10. Travel and/or research.
11. Publication.
12. Articulation with public schools and four-year colleges and universities.
13. Articulation with businesses and industries.
14. Promotion of college services to the community.
15. Improving skills in academic advising, advising of student groups, etc.
16. Improving participation in committee work, etc.

V. EVALUATION

It is assumed that this system for professional development is merely formalizing and facilitating an already ongoing process. The quality control will rest in the process of reaching an agreement on professional goals rather than on some subsequent "checking up" by the dean. Therefore, the evaluation will be means whereby the efforts of the faculty member toward his/her own professional development can be duly recognized. Thus, the only two evaluation choices for the deans are as follows:

_____ Completion or satisfactory progress toward completion of the professional development plan.

_____ Unsatisfactory progress toward completion of the professional development plan.

Since the plan may be renegotiated at any time, it is assumed that the second evaluation choice would rarely be necessary.

SOUTHEASTERN COMMUNITY COLLEGE
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Name: _____

Department: _____

Current Date: _____ For the period from _____ to _____

Please indicate at least one professional goal from the following three areas and the methods by which you would like to reach these goals.

I. Academic competency (knowledge and skills in the area of one's teaching responsibility).

A. Goals: _____

_____

_____

_____

B. Methods: _____

_____

_____

_____

C. (To be filled in by the Dean) Additional suggestions as to professional goals and/or methods to achieve them: _____

_____

_____

_____

D. (To be filled in at the professional development consultation) Agreement as to A, B, and C above: _____

_____

_____

_____

_____

_____

_____

_____

E. (To be filled in at the professional development consultation) Agreement as to projected dates to reach goals outlined in D above. Place each in the appropriate category:

Short range (one year): _____

_____

_____

_____

Long range (two or more years): _____

_____

_____

_____

II. Methodology (competency in developing student academic awareness and/or skills):

A. Goals: _____

_____

_____

_____

B. Methods: _____

_____

_____

_____

C. (To be filled in by the Dean) Additional suggestions as to professional goals and/or methods to achieve them: _____

_____

_____

D. (To be filled in at the professional development consultation) Agreement as to A, B, and C above: _____

_____

_____

_____

_____

_____

_____

E. (To be filled in at the professional development consultation) Agreement as to projected dates to reach goals outlined in D above. Place each in the appropriate category:

Short range (one year): _____

Long range (two or more years): _____

III. Non-teaching competencies (Academic advising, personal counseling, advisement of student groups, committee work, recruitment, community service, etc.).

A. Goals: _____

B. Methods: _____

C. (To be filled in by the Dean) Additional suggestions as to professional goals and/or methods to achieve them: _____

D. (To be filled in at the professional development consultation) Agreement as to A, B, and C above: _____

E. (To be filled in at the professional development consultation) Agreement as to projected dates to reach goals outlined in D above. Place each in the appropriate category:

Short range (one year): _____

_____

_____

_____

Long range (two or more years): _____

_____

_____

_____

IV. Evaluation (To be completed by the Divisional Dean)

This instructor has:

_____ Completed or made satisfactory progress toward completion of this professional development plan.

_____ Made unsatisfactory progress toward completion of this professional development plan. (Explanation required in comments below.)

Comments: _____

_____

_____

_____

_____

Signature: _____ Date: _____
Divisional Dean

* *

OPTIONAL

Comments by faculty member: _____

_____

_____

_____

_____

Signature: _____ Date: _____
Faculty Member

FACULTY EVALUATION
SUMMARY

Instructor _____ Year _____

I. Itemized Evaluation

Category	Rating		
	Meritorious	Satisfactory	Unsatisfactory
Student Evaluation	____	____	____
Supervisor Evaluation	____	____	____
Professional Development		____	____
Non-Instructional Activities	____	____	____

II. Overall, I rate this instructor as

Meritorious ____ Satisfactory ____ Unsatisfactory ____

Date _____ Signature _____
(Divisional Dean)

ATTACHMENT IIa

SDC

PROFESSIONAL DEVELOPMENT PLAN

Process

1. Develop an individual plan for professional development to include Summer 1976. (If you wish to then make more specific quarterly plans please do so).

2. Meet with other members of your cluster (i.e., groups from staff meeting on October 3) and SDC Dean during last week in October for two hour review and discussion of plans.

3. Meet with cluster and SDC Dean during second half of winter and spring quarters to review progress and discuss alternatives. Publish minutes of these meetings for our files and for our use in the 1975-76 annual report.

4. During August, 1976, develop new professional development plan for use during the following year.

Components of Plan

1. Objective(s) you plan to accomplish

   a) Include competencies and/or bodies of knowledge needed
   b) Relate objective to present and/or projected functions

2. Methods (learning experiences)

   a) Include description of learning experiences which are both available and appropriate to accomplishing objectives
   b) When appropriate, include information related to time away from campus, special requests or needs related to learning experiences, etc.

3. Evidence

   a) Describe the evidence you will accept as verification that your objective(s) has been achieved
   b) Please be realistic and specific in identifying acceptable evidence
   c) Note the need for the involvement of others in your evaluation whenever appropriate

Professional Development Clusters

Group 1	Group 2	Group 3
Sue Hawks	Julie Stocks	Vincent Sweet
Robert Brooks	Brenda Ebron	David Gruen
Walter McDaniel	Jim Schmidt	Roland Norris
Pat Powell	Harold McMillion	John Sellars
Ellen Simmons	Jan Chauncey	

EVALUATION OF ADMINISTRATORS

Evaluation of _____

Evaluated by ___ Math & Science Faculty; ___ Business & Public Service Faculty; ___ Engineering Technologies Faculty; ___ Humanities & Social Science Faculty; ___ Division Chairman or Director, Instructional Division; ___ Student Services Staff; ___ Dean or President; ___ SGA

Rate each statement by placing numbers 1 to 5 or 0 if not observed.
1-Poor; 2-Fair; 3-Average; 4-Good; 5-Excellent; 0-Not Observed

This administrator.....

___ 1. Seems to be well prepared for his assignment.
___ 2. Seems to like his work.
___ 3. Compares favorably in use of administrative skills with others with whom I have worked.
___ 4. Displays positive leadership qualities.
___ 5. Is tolerant of the opinions of others.
___ 6. Carefully follows the procedures as outline in the Manuals.
___ 7. Is a pleasure to work with.
___ 8. Can be depended upon to do the job.
___ 9. Requires reports and meetings as necessary for the administrative needs of the school.
___10. Maintains close contact with the faculty appropriate to his role.
___11. Makes me feel free to seek information or other assistance from him.
___12. Seems to weld the staff into a unity with well-defined goals.
___13. Uses democratic procedures.
___14. Seems to employ capable personnel.
___15. Makes reasonable efforts to retain personnel.
___16. Seems to welcome additional responsibilities.
___17. Compliments and thanks subordinates appropriately and sincerely.
___18. Does not display unwarranted favoritism to some subordinates.
___19. Is just and considerate in criticizing subordinates.
___20. Counsels and evaluates subordinates when necessary.
___21. Is just in discharging subordinates, if necessary.
___22. Contributes to positive staff morale within his area of responsibility.
___23. Contributes to the purposes and plans of the organization which he serves.
___24. Supports those who work with him when he should.
___25. Has an effective ability to speak.
___26. Has an effective ability to write.
___27. Is neat and well-groomed.
___28. Is considerate of the work loads and time of others.
___29. Clearly defines what he expects of his subordinates.
___30. May be entrusted with confidential information.

SOUTHEASTERN COMMUNITY COLLEGE

PROFESSIONAL DEVELOPMENT SYSTEM
FOR PLANT MAINTENANCE PERSONNEL

The goal of this professional development system is to improve the quality of the work of the maintenance personnel. This goal is to be accomplished by instruction/training, guidance, more and better supervision, recognition and reward.

I. Coursework - The following methods are used to accomplish this:

A. Workshops sponsored by the institution and off-campus workshops sponsored by the state, vendors, etc.

The following methods of instruction are used:

(1) Lectures
(2) Films
(3) Demonstrations by supervisors, vendors, etc.

B. Regular curriculum and extension courses offered by the institution.

C. Literature that is subscribed to and distributed.

Four workshops are held each year, and all personnel are required to attend. These are scheduled at a time when very few man hours are lost from work, and these employees are paid for attending.

Subjects covered at these workshops:

(1) Stripping and finishing floors
(2) Carpet cleaning
(3) Safety and first-aid
(4) Proper procedures in cleaning offices, classrooms, lounges, shops
(5) Proper work techniques
(6) Preventive maintenance
(7) Waste water treatment plant maintenance
(8) Window cleaning
(9) Use of various cleaning chemicals

II. Analysis of work loads and schedule of task assignments. (See attached form)

This form is used to determine the work load of each custodian so that work is equally distributed. Also, it will provide information to determine proper staffing requirements.

Each custodians's assigned areas are listed, days to clean each area, time required to clean each area, and the total square feet of each area. The total time column is totaled to see if the individual is over or under forty hours per week.

III. Checklist for buildings and grounds inspection. (See attached form)

This form is used to evaluate the quality of work. The Superintendent of Buildings and Grounds will check each individual's work at least once per week.

The unsatisfactory marks are discussed with the individual and he and the Business Manager are given a copy of the checklist. In many cases the Superintendent will point out what was wrong and demonstrate how certain tasks should be done.

The use of this form and the follow-up are important tools in improving the quality of work.

IV. Award system - At the end of eqch quarter, the not cleaned satisfactorily column on the inspection checklist is totaled for each individual, and the one with the least amount is the winner of the award for that quarter.

This individual is recognized in the college's Newsletter and paper. Also, a trophy is pl ed in a public place on campus with the individual's name attached signifying that he/she was the custodian for a particular quarter.

These individuals are evaluated twice per year. (See attached form). All wage increases are based on merit and the nature of their work. The quality of their work is determined from the inspection checklists.

CHECK LIST
FOR BUILDING INSPECTION

ATTACHMENT IIIa

Date: _____

Name of Building: _____

Name of Custodian: _____

	Not Cleaned Satisfactorily 1-3 SCALE	Cleaned Satisfactorily
Classrooms and Labs		
1. Erasures Cleaned		
2. Chalkboards cleaned		
3. Floor cleaned		
4. Desks dusted		
5. Window ledges		
6. Waste baskets emptied		
7. Blinds dusted		
8. Walls cleaned		
9. Chalk trays cleaned		
Hallways		
1. Floor cleaned		
2. Walls cleaned		
3. Glass in doors cleaned		
4. Floor mats cleaned (vacuumed)		
Offices and Board Room		
1. Desks dusted		
2. Floor cleaned (vacuumed)		
3. Ash trays cleaned		
4. Coffee pots, trays, etc. cleaned		
5. Chairs and other furniture dusted		
6. Window ledges cleaned		
7. Door facing and walls cleaned		
8. Trash cans emptied		
Lobbies		
1. Floor cleaned		
2. Windows cleaned		
3. Furniture dusted and clean		
4. Floor mats cleaned (vacuumed)		
5. Window ledges cleaned		
6. Trash cans emptied		
7. Sand urns cleaned		

	Not Cleaned Satisfactorily 1-3 SCALE	Cleaned Satisfactorily
Restrooms and Locker Rooms		
1. Floor cleaned		
2. Commodes and urinals		
3. Towel dispenser filled		
4. Soap dispenser filled		
5. Baseboards and walls		
6. Lavatory and hardware		
7. Trash cans emptied		
8. Shower floor and wall		
Library and P.I.C.		
1. Floor cleaned (vacuumed)		
2. Furniture dusted		
3. Window ledges dusted		
4. Trash cans emptied		
5. Blinds cleaned		
6. Glass partitions and doors		
Lounges		
1. Floor cleaned		
2. Ash trays emptied and cleaned		
3. Trash cans emptied		
4. Chairs, tables and other furniture cleaned		
5. Walls cleaned		
6. Glass in doors and walls cleaned		
7. Door mats cleaned (vacuumed)		
Auditorium and Stage		
1. Floor cleaned		
2. Seats dusted		
3. Walls cleaned		
4. Pianos dusted		

ATTACHMENT IIIb

CHECK LIST
FOR GROUNDS INSPECTION

1. Grass in flower beds
2. Undergrowth in wooded areas
3. Grass needs mowing
4. Grass around walkways needs cutting with edger
5. Drains are open
6. Entrances to buildings are clean
7. Paper, etc. on parking lots and campus
8. Large trash cans emptied
9. Pruning of shrubs and trees
10. Walkways clean
11. Handrails and curbing needs painting
12. Parking signs are standing up straight

_____ Date

_____ Signature

ATTACHMENT IIIc

SCHEDULE and TASK ASSIGNMENTS
for MAINTENANCE PERSONNEL

EMPLOYEE _____ BUILDING _____

Hours Scheduled To Work _____ Total Assigned Sq. Ft. _____

NO.	ASSIGNED AREAS TO CLEAN	DAYS TO CLEAN					TIME REQUIRED		TOTAL
		M	T	W	T	F	HOURS	MINS.	SQ. FT.

ATTACHMENT IIId

SOUTHEASTERN COMMUNITY COLLEGE
PERFORMANCE APPRASIAL FORM
FOR MAINTENANCE PERSONNEL

Name: _____ Job Title: _____

Date of Appraisal: _____ Appraised By: _____

Rate the individual on each of the factors by circling whatever place best represents your evaluation and write brief comments substantiating your rating.

---

1. Job Knowledge

1	2	3	4
inadequate	good	very good	outstanding

Comments:

2. Judgement

1	2	3	4
poor	good	very good	outstanding

Comments:

3. Supervision Required

1	2	3	4
constant	frequent	occasionally	seldom

Comments:

4. Relationships with Others

1	2	3	4
poor	good	very good	outstanding

Comments:

5. Sustained Work Output

1	2	3	4
poor	good	very good	outstanding

Comments:

6. Scheduling Work

1	2	3	4
poor	good	very good	outstanding

Comments:

Capacity for Increased Responsibility

1 poor | 2 good | 3 very good | 4 outstanding

Comments:

8. Following Instructions

1 poor | 2 good | 3 very good | 4 outstanding

Comments:

9. Interest in Work

1 poor | 2 good | 3 very good | 4 outstanding

Comments:

10. Dependability

1 poor | 2 good | 3 very good | 4 outstanding

Comments:

11. Quality of Work Performed

1 poor | 2 good | 3 very good | 4 outstanding

Comments:

12. List Principal Shortcomings and Recommendations for Improvement

13. List Principal Assets

(Initials of Employee)

(Date)

ATTACHMENT IV

1975

AIDP ACTIVITIES

(1) SCC Secretarial Association - Workshop - The Role of a Secretary.

(2) SCC Secretarial Association - Workshop- Communications.

(3) Trustee's/President's Conference sponsored by the American Association of Community and Junior Colleges and the Association of Community College Trustees. The program consisted of panel presentations and case studies on the topic of Policies and Management.

(4) Jack B. Ervin - Development Officer - Fellowship for further graduate study.

(5) Summer Articulation Workshop, 1975, between SCC and public school personnel.

(6) Winnie Cooke - Director, Resources for Student Learning, Women and Management Workshop.

(7) Susan W. Wood - RSVP Director - Professional development through formal course work.

(8) Leadership Conference in May, 1975, for faculty and staff.

(9) Planning meeting with SCC Adult Education personnel and representatives of area law enforcement personnel.

(10) Planning meeting with SCC Adult Education personnel and representatives of fire and rescue squads in Columbus County.

(11) Travel by Research Office to other institutions to upgrade knowledge of computer systems.

(12) Ed Barnes, Consultant, Administrative Management Seminar.

(13) Dr. Louis Bender, Evaluator, SCC Professional Development Plan.

(14) The Adult Education Instructors' Workshop, fall, 1975.

(15) SCC Secretarial Association - 30 hour class through Adult Education - English Fundamentals and Speech.

(16) Workshop - SCC personnel and public school counselors to familiarize them with our programs.

(17) Subscriptions to the School Law Newspaper, White Collar Management, Faculty Development and Evaluation in Higher Education.

(18) Conference Leadership Course for SCC faculty and staff.

(19) Regional Trustee's Conference for purpose of updating the Trustees on the developing and continuing philosophy of the community college system by the State Board of Education

(20) International Women's Year program involving community, faculty, and staff.

(21) Secretarial Association - District educational secretaries meeting.

(22) The North Carolina Trustees Association of Community Education Institutions. Program: Legal Responsibilities of Trustees; Board Building Committees and the State Property and Construction Office; Trustees Fiscal Responsibilities; and Legislative Studies Affecting Technical Institutes and Community Colleges.

(23) Secretarial Association - Professional Standards Program - Tuition (The professional development program adopted by the SCC Secretarial Association).

(24) Professional Development - Job Related Education - Susan Wood, Instructor.

(25) Film - Transactional Analysis

(26) Nancy Pearson Clifton - English - Restructure English Literature. Classes to include new emphasis on the functions assigned women in literature.

(27) Bernard F. Brown - Outdoor Recreation Resources - Educator's Seminar, North Carolina Outward Bound School, Morganton, NC.

(28) James M. Clifton - Social Science - Restructure American History courses to include new material on southern society and economy and especially slavery.

(29) Sam Sink - Social Science - Development and implementation of multi-track history sequence.

(30) Suzanne Mintz - RSL - Reality Therapy.

(31) William A. Harper - Mathematics - Attend classes, East Carolina University to increase knowledge and skills in digital computation.

(32) Shaffer Smith - Electrical Installation & Maintenance - Individualized Program Instruction.

(33) Harold McMillion - Special Services and Upward Bound - Doctoral Program - To seek advanced training in the behavioral science area with emphasis on research and evaluation.

Other

(1) On-campus graduate course, The Community College, spring, 1975.

(2) Educational leave benefits to thirteen faculty and staff members, summer, 1975.

(3) Miscellaneous resource personnel on campus for presentations, workshops, seminars.

(4) Miscellaneous travel to various professional conferences.

UNIVERSITY OF CALIF.
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CLEARINGHOUSE FOR
JUNIOR COLLEGES